Accessibility Audit Tool for Educational Settings

School: Clarity Independent School	**Date of completion:** 09.12.22.
Name of person who completed audit: Richard Clow	**Role of person who completed audit:** SENDCo and Assistant Head Teacher

Additional notes relevant to the setting:
Provision is always planned in consideration of the needs stated on each pupil's EHCP and this is reflected by the environment of the pupils on roll. A new audit will be conducted every three years in preparation for a review of the school's Accessibility Plan. In addition to the three-yearly cycle of audit reviews, when a new pupil that has needs different to the existing pupils on roll at Clarity is accepted, a new audit will be conducted with the advice of the NHS to review current practice and the environment. An Action Plan will be generated to highlight changes necessary to occur in order to provide a suitable provision for the pupil. This would include training for staff about unfamiliar disabilities and the equipment and resources needed to support a pupil's academic and social development. This action would also occur if the needs of an existing pupil were to change during their education at Clarity Independent School.

1. Is your educational setting compliant with the Equality Act 2010?

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1	Do you have an Accessibility Plan?	✓	Included with the Accessibility Policy documents.		
2	Was your accessibility plan coproduced with children/young people with SEND, their families and other stakeholders?	✓	Inclusion comments made during One Plan reviews.		
3	Is everyone in your setting aware of the Equality Act 2010?	✓	Refreshers and updates for staff are given during staff meetings and through INSET training when necessary. Next staff refresher for Part 6 – Education 12.12.22. Staff will read and sign to declare that they have had the refresher.		
4	Do you have evidence that your setting does not treat pupils/students less favourably and takes reasonable steps to avoid putting disabled pupils/students at a disadvantage in comparison to their peers?	✓	All students have an EHCP and are treated with equal respect and given provision according to their individual needs.		
5	Do you have evidence that your school community endeavours to see the child/young person with SEND first and their disability second? (e.g. disability awareness training, education plans which build on a child/young person's strengths as well as addressing their difficulties)	✓	As a therapeutic school, our relationship with the pupils begins with respect for them as human beings, many of whom have been on a difficult journey to reach us. This is evidenced on a daily basis through the interactions of staff with pupils led by the Essex Steps Therapeutic Approach.		

6	Have you published your SEN information report?	✓	See website. https://www.clarity.essex.sch.uk/policies-documents		
7	Is your SEN information report linked to the Local Offer?	✓	Local Offer website given and information.		
8	Do all staff understand the needs of the pupils/students and support them accordingly?	✓	Staff working directly with pupils are involved in generating achievable targets originating from the EHCP statements.		
9	Do you have inclusive, whole school policies, processes and practices?	✓	See website. https://www.clarity.essex.sch.uk/policies-documents		
10	Do you proactively include pupils/students with SEND, and their families, in all enrichment activities?	✓	Pupils engage in daily enrichment opportunities from playing games during break times to having cooking, bush craft and swimming on the curriculum. School trips and visits are also organized to meet the pupils' interests and aspirations where possible. Enrichment opportunities are used for learning social interaction skills as well as for enjoyment. Families are made aware of these opportunities and can see photographic evidence and engage in dialogue with staff to share the outcomes of these experiences.		
11	Do you celebrate the strengths of pupils/students with SEND and focus on building on what they can do rather than what they find difficult?	✓	Opportunities are created for students to explore their strengths and aspirations such as visiting a working kitchen or learning about working with animals such as guide dogs. Pupil's work is celebrated on displays around the school.		
12	Are pupils/students involved in the recruitment of teaching assistants and other school staff?	✓	Pupils' views are considered during staff recruitment. Feedback is given from the pupils after interviews for new staff.		

2. Is your setting physically accessible?

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Accessibility Plan
1	Are your buildings adapted to ensure that the majority of areas are physically accessible for people with disabilities?	✓	SEE ADDITIONAL NOTES RELEVANT TO THE SETTING.		
2	If adaptations are not possible, have you found creative solutions to ensure inclusion e.g. moving classes to accessible classrooms?	✓	SEE ADDITIONAL NOTES RELEVANT TO THE SETTING.		
3	Are pathways around the setting and parking arrangements safe, easily accessible and well signed?	✓	SEE ADDITIONAL NOTES RELEVANT TO THE SETTING. Children arrive by taxis that park within 50m of the school gate.		
4	Are emergency and evacuation systems accessible to all e.g. do alarms have both visual and auditory components?	✓	SEE ADDITIONAL NOTES RELEVANT TO THE SETTING. Pupils have individual PEEP plans saved in pupil folders		

			when evacuation is necessary.		
5	Are accessible toilets and changing facilities located appropriately and not used for other purposes e.g. storage?	✓	The school has two accessible toilets for disabled pupils. Each has additional handles and a toilet frame to support people with mobility issues.		
6	Are calm low sensory areas available in the setting?	✓	Each classroom has a breakout room with sensory items available.		
7	Are your rooms (including classrooms) optimally organised for pupils/students with a physical disability?	✓	SEE ADDITIONAL NOTES RELEVANT TO THE SETTING.		
8	Are classroom interiors adapted to ensure access to all areas for pupils/students with sensory needs e.g. using drapes to reduce noise levels and removing clutter to ensure safe access?	✓	Occupational therapist advice guides the sensory support given to pupils including use of the environment.		
9	Is furniture and equipment selected, adjusted and located appropriately?	✓	SEE ADDITIONAL NOTES RELEVANT TO THE SETTING. Pupils have ergonomically tested chairs in classrooms.		
10	If needed, and possible, are classroom partitions installed in open plan areas to ensure access for pupils/students with sensory difficulties?	✓	Each classroom has a breakout room with sensory items available.		
11	If intercom messages are used are they always relayed to pupils/students with hearing impairments?			✓	Intercom system not used.
12	Are all signs and symbols in Braille for pupils with visual impairments and in picture form for those with communication and learning difficulties.			✓	SEE ADDITIONAL NOTES RELEVANT TO THE SETTING.

| 13 | Are highly visible markings used to ensure the safety of pupils/students with a visual impairment? | ✓ | SEE ADDITIONAL NOTES RELEVANT TO THE SETTING. | | |
| 14 | Do you consult with pupils/students with SEND regarding the accessibility of classrooms, toilets and changing facilities etc? | ✓ | SEE ADDITIONAL NOTES RELEVANT TO THE SETTING. | | |

See appendix A p10 for a more detailed check list regarding physical access

3. Is your setting inclusive?

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1	Is accessible signage used, throughout the setting's environment, at all activities and events?		SEE ADDITIONAL NOTES RELEVANT TO THE SETTING.		
2	Are pupils/students with SEND included in pupil/student forums e.g. school councils?	✓	Clarity is a small cohort SEN School. Pupil views are given in a suggestion box and ideas are discussed at breakfast time when the pupils are gathered together.		
3	Is personalised and creative support arranged so that pupils/students can access all activities including trips /visits and afterschool and breaktime activities?		SEE ADDITIONAL NOTES RELEVANT TO THE SETTING.		

4	Do you ensure that financial difficulties do not prevent pupils/students with SEND being included in activities and events?	✓	The pupils' placement is funded and budgets are set to ensure that pupils receive any additional resources to facilitate their inclusion in activities and events.		
5	Do you ensure that transition from setting to setting is carefully planned and personalised for pupils/students with SEND?	✓	College transitions are managed carefully with the pupil at the heart by liaising with the pupil, the parent/carer, Directions Careers Advisor, the Transition Into Adulthood worker and the College team.		
6	Do you find creative and flexible solutions to ensure that pupils/students with SEND can move easily between classrooms?		SEE ADDITIONAL NOTES RELEVANT TO THE SETTING.		
7	Do you use targeted, small group and/or individual activities to improve self-esteem, confidence and social skills?	✓	Advice and regular visits from specialists such as SALT and OT professionals ensure that targets are planned into pupil One Plan sessions.		
8	Do you work closely with families (and the Education Welfare Service if appropriate) to improve attendance?	✓	Good communications between home and school support attendance and where a pupil has high anxiety about a school environment due to past trauma, provision is made for the pupil to be educated offsite as a transition back into school.		
9	Do you take proactive measures to overcome bullying by implementing anti-bullying policies and approaches?	✓	See website. https://www.clarity.essex.sch.uk/policies-documents		
10	Are pupils/students with SEND and their families given explicit information about trips and activities well in advance so that preparations can be made by their families?	✓	Essential information and documentation such as permissions are shared with the parents/carers prior to trips. Social stories including visual aids are shared with pupils and their families in preparation for trips and unfamiliar activities.		

4. Is the curriculum accessible?

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1	Do staff have high aspirations and expectations of pupils/students with SEND?	✓	Outcomes are made achievable through One Plan target setting originating from each pupil's EHCP. The curriculum is designed to challenge the pupils whilst supporting achievement.		
2	Do staff have regular and updated training re additional needs and how the needs can be met?	✓	Through staff meetings and INSET training. Certification is kept on file as evidence as well as learning referral opportunities on the shared drive.		
3	Are children with disabilities encouraged to take part in Music, drama and physical activities?	✓	Adjustments are made according to the needs of each child as specified on their EHCP's. Reasonable adjustments to planning and resources are made so that all children have opportunities for participation.		
4	Do class teachers/PE staff know how to include pupils/students with disabilities in PE?	✓	Adjustments are made according to the needs of each child as specified on their EHCP's. Reasonable adjustments to planning and resources are made so that all children have opportunities for participation.		

5	Are pupils/students and their families fully involved in the review of individual plans regarding curriculum access?	✓	Through the termly One Plan cycle and through Annual Reviews.		
6	Do you use a graduated approach when meeting the needs of pupils/students with SEND?	✓	Through the termly One Plan cycle and through Annual Reviews.		
7	Do you use the 'assess, plan, do review' cycle to inform the graduated approach?	✓	Through the termly One Plan cycle and through Annual Reviews.		
8	Is the attainment gap between pupils/students with SEND and those without SEND being reduced over time (whilst ensuring the high achievement of the most able)?			✓	All pupils at Clarity Independent School have SEND.
9	Is the progress made by your pupils/students at 'SEN support' and with an EHC plan is as good as that made by pupils/students with SEN nationally?		Evidence to be collated after Autumn assessments		
10	Do you ensure that homework is accessible to all e.g. by setting homework early in lessons, putting it online (and giving it to families in hard copy who do not have access to the internet)?	✓	Online resources are available. All current pupils have Internet access at home.		
11	Are cover staff, including supply teachers, clear about the additional needs of pupils/students and how to meet these needs?	✓	All cover is provided in-house by adults that know how to respond to the needs of the children. Where needs are identified that are unfamiliar to the staff, training will be given to upskill staff.		
12	Are staff given time to plan for pupils/students who need a highly differentiated/individualised curriculum?	✓	Non-contact time given. Curriculum planning meetings termly.		

		Yes		No	
13	Do pupils/students with SEND have access to appropriate information technology?	✓	All pupils have access to ICT as a matter of course. Where specified on an EHCP or through assessment of a pupil, ICT will be used to help the pupil raise his/her attainment.		
14	Do all additional adults, including teaching assistants, build positive relationships, support flexibly and facilitate independent learning?	✓	The therapeutic approach promotes the importance of building positive relationships with pupils. Keyworkers in particular, play an essential role in supporting learning through knowledge of the child and a relationship built on mutual respect and trust.		
15	Are auxiliary aids used to ensure that pupils/students with SEND are included in the curriculum?	✓	SEE ADDITIONAL NOTES RELEVANT TO THE SETTING. Current aids include MP3 players for sensory regulation, use of laptops to reduce written expectations. Ergonomic chairs in classrooms.		

5. How accessible is information, advice and guidance?

	Question	Yes ✓	If yes – where can the evidence be found?	No ✓	If no - action to be taken and where recorded in Access Plan
1	Are your SEN Information Report and Accessibility Plan online and in hard copy (for	✓	See website. https://www.clarity.essex.sch.uk/policies-documents A hard copy is available on request.		

	those families who do not have internet access)?				
2	Do you promote the 'SEND Information, Advice and Support Service' (SENDIASS) and Independent Supporters?	✓	Information for parents/carers is available through a brochure that combines the SEND Policy and SEND Report. The purpose and contact details are provided.		
3	Do you work with parents/carers and young people to ensure that your website is presented in a family friendly way?			✓	Parent/carer questionnaire.
4	Do you hold review meetings etc at times when parents are able to attend?	✓	Every opportunity is made to ensure that parents/carers are able to participate in review meetings. This includes the options of face-to-face, online or via a telephone call.		
5	Have you developed communication channels and review processes that enable two-way information sharing with families?	✓	See website. https://www.clarity.essex.sch.uk/policies-documents Home School Communication Policy		
6	Is information available in a variety of languages?			✓	SEE ADDITIONAL NOTES RELEVANT TO THE SETTING.
7	Is information available in a variety of formats including - 'easy read' - large print - symbols - audio?	✓	Available if requested. SEE ADDITIONAL NOTES RELEVANT TO THE SETTING.		
8	Are staff familiar with IT used to share information with people with disabilities?	✓	Staff are able to communicate effectively.		

		Yes	No	
9	Do you ensure that pupils/students know exactly who they can contact for information, advice and support?	✓		See website. https://www.clarity.essex.sch.uk/policies-documents Mental Health and Wellbeing is taught explicitly through the curriculum in addition to national awareness days.	
10	Do you give children/young people and their families information about Family Information Service (FIS), the Local Offer and SEND Information, Advice and Support Service (SENDIASS)	✓		Information is available through the SEND Report and Policy and when requested by a family. SLT use 'drop-ins' to discuss cases anonymously and find best solutions and advice for parents/carers with specific needs.	
11	Do you signpost families without the internet to One Stop Shops and libraries to access information and the Local Offer?	✓		All current pupils' families have access to online resources.	
12	Do you use the Local Offer and School Messenger to keep up-to-date with SEND developments?	✓		Regular information is gained through the Schools Communication Service updates.	

APPENDIX A

Detailed Physical Access Check List (as used by the Capital Strategy team)

Consider each question from the perspective of each type of disability

1 of 9 Approach and Car Parking

	Question	Yes	No	Action to be taken and recorded in Access Plan
1	Is the building within convenient distance of a public highway?	✓		

	Question	Y	N	Action Point
2	Is the building within convenient distance of public transport?	✓		
3	Is the building within convenient distance of car parking?	✓		
4	Is the route clearly marked/found?	✓		
5	Is the route free of kerbs?	✓		
6	Is the surface smooth and slip resistant?	✓		
7	Is the route wide enough?	✓		
8	Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?	✓		
9	Is it adequately lit?		✓	Review of lighting to increase safety during hours of darkness. Richard to replace bulbs to brighter output.
10	Is it identified by visual, audible and tactile information?		✓	SEE ADDITIONAL NOTES RELEVANT TO THE SETTING.
11	Is there car parking for people with reduced mobility?	✓		Proximity of parking to school is adequate. Designated parking spaces are not signposted but are available if required.
12	Is the car parking clearly marked out, signed, easily found and kept free from misuse?	✓		Site car park is rented and shared with neighbouring business.
13	Is the car parking as near the entrance as possible?	✓		
14	Is the car parking area suitably surfaced?		✓	Site car park is rented and shared with neighbouring business. Unmade road surface. Landlord contacted and surface to be maintained.
15	Is the route to the building kept free of snow, ice and fallen leaves?	✓		
16	Is the route level? (ie no gradient steeper than 1:20 and no steps)	✓		

2 of 9 Routes and external level change including ramps and steps

	Question	Y	N	Action Point
1	Is there a ramp, with level surfaces at top/intermediate/bottom?			Single storey building with small step from playground into main reception and building so not needed.

		Y	N	
2	Is it wide enough and suitably graded?			N/A
3	Is the surface slip resistant?			N/A
4	Are there kerbs and are there edges protected to prevent accidents?			N/A
5	Are there handrails to one or both sides?			Low level ramp. SEE ADDITIONAL NOTES RELEVANT TO THE SETTING.
6	Are there (alternative) steps & ramp	✓		
7	Identified by visual/tactile information?			Adults to employ ramps as necessary.
8	Are there handrails to one or both sides?			SEE ADDITIONAL NOTES RELEVANT TO THE SETTING.
9	Are ramps and steps adequately lit?	✓		Ramps not permanent fixtures therefore not necessary
10	Are treads and risers consistent in depth and height?			N/A Only one low level step into building.
11	Are all nosings marked and/or readily identifiable?		✓	This needs to be identified with high visibility marking and signage to alert of step.
12	Are landings of adequate size and are they provided at intermediate levels in long flights?			N/A Single storey buildings

3 of 9 Entrances – including Reception

	Question	Y	N	Action Point
1	Is the door clearly distinguishable from the façade?	✓		
2	If glass is it visible when closed?	✓		
3	Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy?	✓		
4	Does it have a level or flush threshold, and a recessed matwell?		✓	Level threshold but free-standing mats. SEE ADDITIONAL NOTES RELEVANT TO THE SETTING.
5	Is there visibility through the doorway from both sides at standing and seated levels?	✓		
6	Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear doorswing?	✓		SEE ADDITIONAL NOTES RELEVANT TO THE SETTING.

7	Can the door furniture be used at both standing and seated height?	✓		
8	Can it be easily grasped and operated?	✓		
9	If the door has a closer mechanism does it have: • Delayed closure action? • Slow-action closer? • Minimal closure pressure?	✓		
10	If the door is power-operated does it have visual and tactile information?			N/A
11	If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?			N/A
12	If there is a lobby, do the inner and outer doors meet the same criteria?	✓		
13	Do lobby layouts enable all users to clear one door before going through the next?	✓		
14	Are signs designed and positioned to inform those with visual impairments and wheelchair users with reduced eye levels?		✓	SEE ADDITIONAL NOTES RELEVANT TO THE SETTING.
15	Does the lighting installation take account of the needs of visually disabled people?	✓		
16	Are floor spaces • Slip resistant, even when wet? • Of a quality that is sympathetic to acoustics – ie not so 'hard' as to cause acoustic confusion? • Firm for wheelchair manoeuvre	✓		
17	Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	✓		
18	Is any reception point suitable for approach and use from both sides by people in standing and seated positions?		✓	SEE ADDITIONAL NOTES RELEVANT TO THE SETTING.
19	Is it fitted with an induction loop?		✓	SEE ADDITIONAL NOTES RELEVANT TO THE SETTING.

	Question	Y	N	Action Point
20	For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?		✓	SEE ADDITIONAL NOTES RELEVANT TO THE SETTING.

4 of 9 <u>Horizontal Movement and Assembly</u>

	Question	Y	N	Action Point
1	Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	✓		SEE ADDITIONAL NOTES RELEVANT TO THE SETTING.
2	Is each corridor etc free from obstruction to wheelchair users and from hazards to people with impaired vision?	✓		
3	Do any lobbies allow users (including wheelchair users) to clear one door before approaching the next with minimal manoeuvre	✓		
4	Is turning space available for wheelchair users?	✓		
5	Do natural and artificial lighting avoid glare and silhouetting?	✓		
6	Are there visual clues for orientation?	✓		
7	Do floor surfaces: • Allow ease of movement for wheelchair users? • Avoid light reflection and sound reverberation?	✓		
8	Are direction or information signs (including means of escape) visible from both sitting and standing eye levels, and are they in upper and lower case, and large enough type to be read by those with impaired vision?	✓		SEE ADDITIONAL NOTES RELEVANT TO THE SETTING.
9	Are there tactile signs and information for those with impaired vision?		✓	SEE ADDITIONAL NOTES RELEVANT TO THE SETTING.
10	Is the maintenance of these items checked regularly?	✓		
11	Is lighting designed to meet a wide range of needs?	✓		
12	Is sufficient circulation space allowed for wheelchair users?	✓		SEE ADDITIONAL NOTES RELEVANT TO THE SETTING.

	Question	Y	N	Action Point
13	Is it maintained clear of obstructions which could create hazards for people with visual disabilities?	✓		
14	Are seating arrangements/spaces suitable for use by people with visual disabilities?	✓		
15	Are all areas for assembly/meeting equipped with an induction loop system?		✓	SEE ADDITIONAL NOTES RELEVANT TO THE SETTING.

5 of 9   Doors

	Question	Y	N	Action Point
1	Do the doors serve a functional/safety purpose?	✓		
2	If glass, are they visible when shut?	✓		
3	Can people standing or sitting in a wheelchair see each other, and be seen from either side of the door?	✓		SEE ADDITIONAL NOTES RELEVANT TO THE SETTING. All doors have optical viewing panels except porch inner doors that are only operated by staff.
4	Does the clear opening width permit wheelchair access?	✓		Wheelchair access is possible. Door width to hinge safety covers is 750mm. Recommended width 840mm-900mm.
5	On the opening side of the door is there sufficient space (300mm) to allow the door handle to be grasped and the door swung past a wheelchair footplate?	✓		
6	Is any door furniture/handle at a height for standing/sitting use?	✓		SEE ADDITIONAL NOTES RELEVANT TO THE SETTING.
7	Are door/handles clearly distinguished?	✓		
8	Can the door furniture/handles be easily operated/grasped?	✓		
9	If door closers/mechanisms are fitted do they provide the following: • security linkage? • delay-action closure? • Slow-action closure? • Minimum closure pressure?	✓		
10	Is door/mechanism function checked regularly?	✓		

6 of 9 <u>Toilets</u>

	Question	Y	N	Action Point
1	Is WC provision made for people with disabilities?	✓		
2	Do all lavatory areas have slip-resistant floors?	✓		Specified disabled toilet does.
3	Are all fittings readily distinguishable from their background?	✓		
4	Are all door fittings/locks easily gripped and operated?	✓		
5	Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?	✓		
6	Is provision made for wheelchair users in disabled toilets?	✓		
7	Is wheelchair approach free of steps/narrow doors/obstructions etc?	✓		
8	Is the location clearly signed?		✓	Increase signage. Speak to EW.
9	Is there sufficient space at entry to the compartment for wheelchair manoeuvre and door opening?	✓		
10	Are the door fittings/locks and light switches easily reached and operated?	✓		
11	Is there an emergency call system and is someone designated to respond?	✓		
12	Can the emergency call system be operated from floor level?	✓		
13	Is the wheelchair WC compartment large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance?	✓		
14	Are the fittings arranged to facilitate these manoeuvres	✓		
15	Are handwashing and drying facilities within reach of someone seated on the WC?		✓	SEE ADDITIONAL NOTES RELEVANT TO THE SETTING.
16	Is the tap appropriate for use by someone with limited dexterity, grip or strength?	✓		
17	Are suitable grab rails fitted in all the appropriate positions to facilitate use of the WC?	✓		

		Y	N	
18	Is the manoeuvring area free of obstruction, eg boxed-in pipework/radiators/cleaner's equipment/disposal bins/occasional storage, etc and is any difficulty caused by the activity of service contractors?	✓		
19	If there is more than one standard layout WC compartment provided, are they handed to offer a left-sided approach and a right-sided approach?	✓		

7 of 9   Fixtures and Fittings

	Question	Y	N	Action Point
1	Is any server/counter accessible to all users, including those with hearing impairments?		✓	SEE ADDITIONAL NOTES RELEVANT TO THE SETTING.
2	Is it possible for people with disabilities to serve as volunteers?	✓		
3	Where there are display stands, bookstalls etc are they visible/reachable/accessible by people with disabilities?	✓		SEE ADDITIONAL NOTES RELEVANT TO THE SETTING.
4	In any eating/meeting space do tables, chairs and the layout allow for use by wheelchair users and other people with disabilities?	✓		
5	In any staff accommodation, is it suitable for use by people with disabilities including wheelchair users with slip-resistant floor, reduced level kitchen units and sink and lever action taps?			N/A
6	Are all relevant locations clearly signed?		✓	Increase signage. Speak to EW.

8 of 9 <u>**Information**</u>

		Question	Y	N	Action Point
	1	Is the building equipped to provide hearing assistance?		✓	SEE ADDITIONAL NOTES RELEVANT TO THE SETTING.
	2	Does lighting installation of the building take into account the needs of people with visual disabilities?	✓		
	3	Are there large-print versions of information about the building/activities available?		✓	SEE ADDITIONAL NOTES RELEVANT TO THE SETTING.
	4	Is there braille information available for people with visual disabilities?		✓	SEE ADDITIONAL NOTES RELEVANT TO THE SETTING.

9 of 9 <u>**Means of Escape**</u>

		Question	Y	N	Action Point
	1	Is there a visible and audible fire alarm system?	✓		
	2	Are final exit routes as accessible to all, including wheelchair users, as are the entry routes?	✓		
	3	Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	✓		
	4	Is the evacuation strategy checked regularly for its effectiveness?	✓		
	5	Are evacuation routes checked routinely and regularly for freedom from combustible materials/obstacles/locked doors?	✓		
	6	Are all fire warning devices and detectors checked routinely and regularly	✓		